DOCUMENT RESUME

ED 429 039 SP 038 368

AUTHOR Belknap, Nancy; Mosca, Frank J.
TITLE Preparing Teachers for Students with Emotional or Behavioral Disabilities in Professional Development Schools.
PUB DATE 1999-03-05
NOTE 40p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Behavior Disorders; College School Cooperation; Disabilities; Elementary Secondary Education; *Emotional Disturbances; Higher Education; Internship Programs; Preservice Teacher Education; *Professional Development Schools; Special Education; *Student Behavior
IDENTIFIERS George Washington University DC

ABSTRACT

This paper describes George Washington University's Teacher Preparation Programs for Children with Emotional Disturbance, which uses a Professional Development School (PDS) model to deepen understanding about the specific needs of students with emotional or behavioral disorders (EBD) and prepare outstanding classroom teachers. Goals are to improve the quality and increase the supply of well-trained teachers for students with EBD, enhance service delivery, and impact inservice professional development at partnering schools. Objectives are to provide knowledge and skills in seven areas: intra/interpersonal dynamics, child development and psychopathology, academic and psychosocial assessment, instructional programming, determinants and management of human behavior, socio-political factors contributing to the changing nature of students with EBD, and state of the art special education. The paper describes the program, offering theoretical principles and discussing implementation: required costs, internship, and supports (university faculty, research associates, training teachers, and interdisciplinary staff). The paper examines the partnership's impact on participants, discussing the program's consultant, advisory council, mentor group, summer institute, doctoral research, and newsletter and noting how several built-in mechanisms allow evaluation data to be fed back into the program. The adaptability of this model to other teacher training programs depends on support for the university, reconceptualization and reconfiguration of faculty load, expansion of promotion and tenure criteria for PDS faculty, support from PDS site administration, and resources to support the collaboration. An appendix details the program's goals and objectives. (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SP

ED 429 039

Running Head: PREPARING TEACHERS

Preparing Teachers for Students with Emotional or Behavioral Disabilities in Professional Development Schools

Nancy Belknap

Frank J. Mosca

The George Washington University

SP038368

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

F. Mosca

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Abstract

To be successful students with emotional or behavioral disorders (EBD) need committed and well-trained personnel who understand both the nature of EBD and the complexity of the interactions that make up these students' lives. Today we face serious shortages of such teachers. This document describes The George Washington University's Teacher Preparation Programs for Children with Emotional Disturbance. We use a professional development school (PDS) model to both deepen understanding about the specific needs of students with EBD and prepare outstanding classroom teachers.

Overview

Students with emotional disturbance (EBD) are among the most difficult to work with in our schools. These often-misunderstood students become the cause of incredible frustration for untrained school personnel. The result is that these students' needs often remain unmet and they fail to receive the education they truly deserve. To be successful students with EBD need committed and well-trained personnel who understand both the nature of EBD and the complexity of the interactions that make up their lives. Today we face serious shortages of such teachers.

The George Washington University's Teacher Preparation Programs for Children with Emotional Disturbance, uses a professional development school (PDS) model to both deepen understanding about the specific needs of students with EBD and prepare outstanding classroom teachers. We are one of only a handful of PDS programs devoted to training teachers in special education and are currently the only PDS program in the area of emotional disturbance. The program design, indeed the nature of a PDS, simultaneously enhances service delivery to students and provides in-service professional development to school staff.

The undergirding model is John Dewey's scientific theory. Specifically, pre-service teachers (identified hereafter as "interns") deepen their understanding of and insights about the theoretical by experiencing it with students in their site-based classrooms. This is a rigorous and demanding teacher education program. The result, however, is that graduates are ready to assume the role of special educator as if they already have a year of experience, rather than as neophytes. They are prepared, confident and highly sought.

Specific Program Goals and Objectives

The purpose of our programs is three-fold: (a) to improve the quality and increase the supply of well-trained teachers for students with EBD, (b) to enhance service delivery to students and (c) to impact in-service professional development at our partnering schools. There are seven overriding objectives that comprise the professional knowledge base of the program. These include knowledge and skills in the areas of (a) intra/interpersonal dynamics, (b) child development and psychopathology, (c) academic and psychosocial assessment, (d) instructional programming, (e) determinants and management of human behavior, (f) socio-political factors

contributing to the changing nature of students with EBD and (g) state of the art of special education. These broad areas and the 96 training competencies that explicate them comprise the program. They are delineated in Appendix A.

Program Overview

Theoretical Principles

Total immersion in the PDSs raises the probability of content internalization. The philosophy of the training is found in the tenets of the psychoeducational model of training teachers for students with EBD. Psychoeducation views emotions as critical personal events that must be understood, accepted and valued. In addition, psychoeducation applies knowledge from human growth and development, group dynamics, behavioral psychology, mental health, school learning and assessment to educational problems and activities. Psychoeducators view intervention as preeminently an attitude or a belief system about children and life.

The training competencies of the program are based on the (a) National Agenda for Achieving Outcomes for Children and Youth with Serious Emotional Disturbance (Office of Special Education Programs, 1994), (b) Council for Exceptional Children's Ethical Code of Standards for Special

Educators (Council for Exceptional Children, 1997) and (c) Council for Children with Behavioral Disorder's beliefs and agenda for best practice in the field. The works of Freud, Sullivan, Horney, Skinner, Ellis and Beck lead to the theoretical base. The works of Dewey, Piaget, Erikson, Redl, Long, Morse, Brendtro, Brokenleg and Van Bockern provide theory as well as an empirical case for program content and the training process. Competencies were identified by empirical validation and the "wisdom of practice" (Blanton, 1992) gathered by the program faculty. Feedback from the field continuously refines the program.

Our PDSs offer interns immediate laboratories in which to apply theory and make decisions on their feet moment to moment. As they share the dilemmas of daily practice, professors and interns tie these concerns to the theory of course work. In this way, interns translate knowledge into action. The PDS is a direct result of the reform initiatives of the Holmes Partnership. As a member of the Holmes Partnership we uphold their goals for reform in teacher education: (a) high quality professional development, (b) inservice faculty development, (c) scholarly inquiry and (d) equity, diversity and cultural competence.

Description of the Program

The George Washington University's Department of Teacher Preparation and Special Education first established a PDS in 1988 at the Rose School in Washington, DC. The initial effort brought special education faculty and interns together with externs in training from the fields of social work, psychiatry, psychology, education and education administration. In 1994, the PDS partnership was moved to the Pathways/Hyattsville School (P/H), a non-public, nonprofit special education day school for middle school students with EBD. P/H is an interdisciplinary private school for middle school-aged students with EBD that is part of the Pathways Schools.

Another series of negotiations resulted in a second PDS partnership with the Fairfax County Virginia Public School System at the Marshall Road Center (MRC). MRC is an interdisciplinary public school center for elementary aged students with emotional disturbance within a general education elementary school.

Services to students are provided by special educators, related service professionals and a principal at both sites. These schools have partnered with GWU as a result of a desire to improve services to children,

increase opportunities for inservice staff development and have a part in the preparation of new teachers.

Essentially, both partnerships evolved in similar manner. The administrator of MRC, having been interested in affiliating with us as a PDS for five years prior to its actual inception, discussed the idea with us on several occasions. The educational director and principal at P/H, following a series of conversations, decided that a partnership would be an exciting challenge for their school. The key element in establishing these partnerships was the unconditional support by each principal. Additionally, the principals' professional orientation and training was the same as our program's model.

The initial proposal from GWU to Fairfax County Public Schools became the contract between the two organizations, while a federally funded proposal for personnel preparation defined the operational components at P/H. These partnerships are now in their fourth year of operation. We have found that written and formal agreements are important to create for boundary clarity, policy documentation, delineation of roles and responsibilities and description of formal evaluation procedures. Each year the terms of the PDS arrangements are reviewed. It should be noted that

while there is an operational structure to the PDS, each site has its own set of unique needs to which the model accommodates.

The PDS is a product of the most recent initiatives in the reform of teacher education. However, the PDS is more than just a place. Schwartz (1995) writes, "A professional development school represents a multifaceted idea, a complex concept about collaboration and collegiality in schools and colleges that enables many little education miracles to happen simultaneously" (p. 37). Unfortunately, this reform movement in education has mainly been a general education initiative (Algozzine, Yessledyke, Kauffman, & Landrum, 1991). While over 1000 PDSs exist, in various configurations, in 47 states (Abdal-Haqq, 1998), to date we have found none, other than our own, that use this model of teacher preparation and educational reform to impact the education of students with EBD.

Process of Program Implementation

Required Costs

Support for the PDS at MRC was demonstrated by the school district's agreement to pay 50% of each of the eight intern's tuition. That is significant since GWU is a private and costly university. Six interns at P/H are

funded by external federal funds from a personnel preparation grant from the Department of Education, Office of Special Education. The GWU adds an operating budget of 55% of the total tuition brought in by either the federal grant or contractual arrangement. It is with these monies that we can purchase teaching materials, equipment and pay support staff to operate the program.

Internship

Our PDS model is comprehensive by providing integration between theory and practice. Interns teach students with EBD and reflect upon their practice daily. Ongoing supervision throughout the training year and opportunities for participation in all classroom duties and responsibilities are key to this training program. The intensive nature of this full time, one year, internship speeds up the socialization to the field by having interns experience "life on the front lines" with the guidance and interpretation of on-site training teachers, university faculty and program staff.

The program begins in June with interns taking four courses. Courses are sequenced so that interns start the school year with knowledge of (a) typical human growth and development, (b) identification and remediation of reading

difficulties, (c) research related to the field and (d) the principles of psychoeducation.

Interns join training teachers and other school staff on their first day of the new school year. Interns see the process of setting up the classroom and preparing for the first day of school. It also provides opportunities for interns to begin to understand the school system and how it operates. The Fall semester coursework includes (a) the full-time internship, (b) methodologies for teaching language arts and math, (c) inclusion strategies or considerations of the urban environment upon students with EBD and (d) behavior management.

Spring semester courses include (a) continuation of the internship with increased responsibilities for co-teaching, (b) methodologies for language arts and math, (c) educational assessment and (d) atypical psychological development. The 39 credit hour training concludes in the summer with a course about negotiating interdisciplinary systems.

We use the term "immersion" to describe the process by which interns are trained. "Immersion" is defined as "baptism in which the whole body is dipped under water." Interns are literally submerged into all aspects of the PDS. Their work in the school begins when the training teachers

return from summer vacation and concludes on the last day of that school year. Interns follow the school's calendar. They spend at least 1060 clock hours in classrooms with students with EBD during the nine months internship. Interns attend faculty meetings, interdisciplinary meetings, IEP conferences, parent meetings and any other school related activities pertinent to their students or work there.

Interns are integrated and essential parts of a three person teaching team in the classroom: two interns and a training teacher. Each classroom has 8-10 students and is staffed by a certified and experienced special educator in the field of EBD.

The faculty member, on-site research associate (RA) and training teacher guide these interactions. Each moment is dynamic. In addition, interns get to know all children in the special education school and must interact therefore with all students. These unplanned encounters demand a response from the intern. In the face of these exchanges, interns are experiencing the vitality and many dimensions of becoming a special educator for students with EBD.

Interns are also immersed into the world of the mental health professional. Psychiatrists, social workers, psychologists and other related service personnel work at

each of the PDS. Interns encounter them both in formal meetings and informally throughout the day. Here too, interns learn to recognize and professionally express issues pertinent to their students and issues in general.

Another aspect of immersion occurs when interns are involved with administrative duties, lunch, and transportation of students. At MRC, interns also interact with the general education personnel. These interactions must be handled carefully and professionally as they too relate to the interns' students.

With each of these immersion opportunities, interns' professionalism is enhanced and competency levels are increased. Socialization into the field is advanced.

The internships are accompanied by a weekly seminar. The seminar provides a therapeutic forum for interns to develop coping strategies for the stresses they feel in response to the demanding and unrelenting behaviors of their students. Issues of burnout, stress and feelings of frustration are discussed in depth. In addition, the seminar provides a channel for interns to share joys and successes of the week. Interns describe alternative instructional and behavior management strategies and consider ethical and professional practices. They continually reflect upon their

practice and inspect themselves in relation to interactions with their students, intern partners, training teachers and other school personnel. The seminar is interactive: interns talk to interns and usually set the agenda for this informal, but purposeful class.

One of the more unique features of our PDS training program is the process of clinical supervision conducted by university faculty. Supervisions are scheduled in advance with each intern who is supervised every other week. Detailed notes are taken and the lesson is videotaped. Immediately following the observation, the faculty, intern and RA who has been videotaping, meet for feedback. This feedback is framed in our training philosophy and principles for best practice.

Feedback accompanied by videotape is a powerful way to make a corrective point to an intern. The adage that "a picture is worth a thousand words" is true. Interns see the behavior, have a moment of horror or delight and either not repeat it or plan to use it again. Each intern develops a videotape library to mark the progress of professional development during training.

These are rigorous and demanding training experiences. Interns have the advantage of working with many people

whose experiences and practices they can evaluate and incorporate into their developing philosophy and practice. Their professional toolbags are diverse and comprised of several viewpoints about best practices.

Supports

University Faculty

Two faculty members coordinate these programs. Additionally they coordinate a third, newly formed, PDS and a part-time teacher preparation program in the area of EBD. Each faculty member fulfills responsibilities such as teaching and serving on committees as traditionally understood in the realm of higher education. In addition to these typical responsibilities, several additional responsibilities have been taken on in order to maintain functional PDSs.

The role of supervisor was discussed above. Supervising each intern bimonthly and providing immediate feedback requires faculty's presence in classrooms several times each week. This is perhaps the most critical aspect of the training component of the PDS.

At the heart of the PDS is structured, frequent and open communication between all involved parties. To this end, faculty members meet on a weekly basis with site

administration. These meetings address any issue or need that might be best dealt with at this level. For example, an administrator might get a report from school staff that interns were not following a particular school policy. The administrator might discuss this with the university faculty who could then address the issue within the context of the seminar.

University faculty meet bimonthly with training teachers. In this meeting intern progress is discussed. The faculty member and training teacher share perceptions and observations of interns. Philosophy and strategy is shared in the interest of moving the intern along the path of professional growth. Additionally, training teachers and faculty discuss particular students and their families as we work on addressing the specific needs of children in the program. Faculty presence on site serves the additional purpose of keeping them current in terms of practice. It provides ample opportunity for discussion and change at all levels.

Research Associates

A critical role in our PDSs is the RA. The RA is typically a doctoral or graduate student with teaching experience in the area of EBD. The RA's primary

responsibility is to support the intern as they learn to work with students with EBD. They must provide emotional support, assistance in developing lessons and insights into student behavior.

The RA is available, on site, approximately 18-20 hours per week. He/she is available for consultation by both interns and school staff. Additionally, the RA attends all supervision to videotape the episode and be involved in feedback. The RA is also part of regular meetings between school administration and university faculty, as well as meetings with training teachers.

Site Administrators

In addition to the typical roles and responsibilities that are demanded by their agencies, principals must constantly communicate with university faculty and staff regarding (a) services delivered to students and (b) in-service training needs of their staff. This communication takes place through the regularly scheduled meetings described above or through informal conversation during the day.

Training Teachers

Training teachers host our interns during the yearlong internship. This is a challenging position. Not only does

the training teacher have to run his/her class as usual, but now they also have to "think out loud" so interns will learn the components and procedures of the functioning classroom. Training teachers must also be willing to give up control as the interns gain confidence and experience in the related tasks of the school day.

Interdisciplinary Staff

At each site interdisciplinary staff, such as psychologists, social workers, art and music therapists, crisis counselors, and others work together to comprise the total program delivered to children. Our interns interact with these professionals daily.

Impact on Participants

Each member of the partnership is impacted by the work that we do together. We are truly engaged in a simultaneous renewal. Incorporated into the program are several components that push this collaboration even further. We identify them next.

Consultant

Our PDS programs are fortunate to have Dr. Gayle Porter as a consultant. Dr. Porter has a teaching, child and family therapy background. Her experiences administrating a school-based mental health project in

Baltimore County Schools as a member of Johns Hopkins University faculty connects her work directly to ours. Program staff and school administrators meet with her once a month. The consult often includes discussion of a student at one of the schools. This helps us translate psychological reports into meaningful school programming. She also advises us on family systems, organizational system and communication among diverse groups. Dr. Porter visits our sites, meets the young students and speaks with our interns.

Advisory Council

The Advisory Council is a citywide multi-disciplinary group of professionals. The mission of the group is to keep our training programs current and relevant to the needs of the field. It is a forum for professional exchange among our members whose work and concerns overlap. Each meeting is held at a different member's site. The Advisory Council provides another channel for recruitment, ideas for funding, and notification of program outreach activities. One of the goals is that members collaborate to answer important questions facing our profession locally.

Summer Institute

Each summer we host an institute for training teachers, administrators and selected related service personnel to continue the mutual understanding and incorporation of philosophies and goals. It is a time for reflection and discussion. Partners learn how evaluation data from has been included for the upcoming year.

Doctoral Research

PDSs offer a myriad of opportunities to conduct research. Teacher development can be studied due to the "captive nature" of our intern population for one year. Opportunities to ask and answer meaningful questions abound. Our doctoral students have taken advantage of this opportunity.

Mentor Group

The mentor group, which brings graduates together, was motivated by the reality of high turnover in our field. One reason for this is the nature of the population who present challenges and demands upon their teachers in excess of those experienced by other fields in special education. The mentor group is comprised of graduates of our programs who work in diverse settings with these students. It is a graduate run organization that seeks to

share ideas and address concerns of participants. Our program provides meeting space at the university and costs of postage, paper and refreshments. At least one faculty and staff attend each monthly meeting.

PDS Newsletter

The monthly PDS Newsletter provides a channel for faculty-developed pieces about program philosophy, administrators' articles, highlights about each site, students' input and spotlight on individuals. The circulation is over 200, which includes members of our university unit faculty, Advisory Council, PDS school partners, graduates, current students and other local and regional professionals. Widespread communication in this format has received high praise from the professional community.

Evaluation System

There are several mechanisms built into our programs that allow evaluation data and information to be fed back into the program improving training and practice. The nature of the PDS requires constant communication between university faculty, school staff, graduate students and others. Feedback is regularly incorporated into the operation of the program. After each semester graduate

students and training teachers are surveyed to assess the program. Again, this feedback is carefully considered and incorporated into the program. Near the end of each school year the school staff meets with the university program staff to once again evaluate the program. Each year this feedback results in substantial additions and revisions in the program that enhance training and service.

Implications and Conclusions

The adaptability of this PDS model to other teacher training programs is dependent upon (a) support for the undertaking by the university, (b) reconceptualization and reconfiguration of faculty load, (c) expansion of promotion and tenure criteria for PDS faculty, (d) support from the PDS site administration and (e) resources to support collaborative university and site work. Each of these will be discussed briefly.

Support by the University

Prerequisite to PDS work is that the university unit be an active agent in the teacher reform movement. The unit in which the PDS is housed is encouraged to change the typical expectations for faculty members' participation within the university and/or unit on committees and other enterprises. It is useful for the unit administrators to

understand the complexity of a PDS and the nature of the collaborative activities.

Reconceptualization of Faculty Load

Planning, implementing and evaluating PDS work is faculty labor intensive. The work does not fit into the typical "per credit hour" or "course load per semester" university structure. In our model, faculty supervise interns, teach theory courses, meet bimonthly with each training teacher, meet weekly with the administrator and are the intern's academic advisors. In addition, there are the ancillary activities previously described for which faculty are responsible. Willingness to reconceptualize the traditional faculty role to accommodate to this intensive, largely off campus work must be in place.

Criteria for Promotion and Tenure

The intensive faculty requirements of working in this collaborative effort render some of the traditional activities required for promotion and tenure difficult to meet. Teaching, research and service are the typical evaluative criteria upon which promotion and/or tenure decisions are made. These criteria need to be expanded so that the fieldwork of the PDS faculty member and associated action research is considered as worthy, scholarly

activity. In addition, there needs to be a way by which consideration for service contributions are assumed by the number of hours PDS faculty are in sites providing in-service to other professionals and outreach to members of the school's community.

Administrative Support

Our models evolved as the result of prior professional affiliations with the sites. Administrators who wanted our PDS model to be in their schools knew our work. Administrative support is essential to the successful collaboration implicit in PDS work. Administrators' influence with training teachers and other school personnel facilitates the necessary, albeit slow, change in the school culture that will occur. Since the operative word for successful implementation, development and evaluation of PDS work is "communication," the administrator's daily presence at the school facilitates the goals common to both organizations.

Resources to Support Collaboration

Financial rewards to training teachers, special events with guest speakers, instructional materials support, resource libraries, joint conference travel and presentation opportunities and other motivating events are

required. The university unit's contribution to such activities reinforces its support. Financial support reduces the time that PDS faculty must seek ways by which to afford these expenditures. These "perks" are concrete ways that demonstrate university's valuing the efforts of the professional community with whom the PDS is affiliated.

Conclusion

George Washington University's Teacher Preparation Programs in Emotional Disturbance is a unique and comprehensive professional development school program that is impacting both pre-service and in-service teacher education. The special education field of emotional disturbance is a difficult one to be part of. We continuously work among children who are troubled and troubling. It requires a dedication and knowledge like no other area in education. We believe our programs are producing future leaders in the area of emotional disturbance while simultaneously impacting services delivered to very needy students and their families.

References

Abdal-Haqq, I. (1998). (personal communication, October 16, 1998).

Algozzine, B., Ysseldyke, J. M., Kauffman, J. M., & Landrum, T. J. (1991). Implications of school reform of the 1990s for teachers of students with behavior problems. Preventing School Failure, 35, 6.

Blanton, L. P. (1992). Preservice education: Essential knowledge for the effective special education teacher. Teacher Education and Special Education, 15, 2.

Council for Exceptional Children (1997). CEC's code of ethics and standards of practice. Author. [On-line] Available: http://www.cec.sped.org/ps/code.htm.

The Holmes Group (1995). Tomorrow's Schools of Education. Author: East Lansing, MI

Office of Special Education Programs (1994). National agenda for achieving better results for children and youth with serious emotional disturbance. Washington, DC: Author. (ERIC Document Reproduction Service No. EBD 376 690)

Schwartz, F. (1995). An education miracle? Teaming up makes a difference in Teachers College's 'January Experience.' January, 18th, Education Week.

Appendix A

Program Goals and Objectives

The George Washington University's Teacher Preparation Programs in Emotional Disturbance

Following each competency, in parentheses, is an indication of how they are evaluated, who evaluates them and when. The evaluation is coded as follows: A= written assignment, B= class activities, C= mid term exam, D= final exam, E= observation of trainee, F= training teacher evaluation, G= comprehensive exam and H= follow-up evaluation.

1. Knowledge of Inter/Intrapersonal Dynamics

Trainees will:

a. demonstrate the ability to honestly verbalize one's present feelings and thoughts. (E, F/Professors, School Staff/ Summer, Fall, Spring)

b. demonstrate psychological availability in interpersonal interactions. (E, F/Professors, School Staff/ Summer, Fall, Spring)

c. describe and delineate the impact of one's behavior on others. (A, B, E, F, H/Professors, School Staff/ Summer, Fall, Spring)

d. translate sensitivities to multi-cultural backgrounds and emotional needs of students into action. (E, F/Professors, School Staff/ Summer, Fall, Spring)

e. describe the process of counter-aggression in the face of constant provocation. (A, B, E, F/Professors, School Staff/ Summer, Fall, Spring)

f. identify defensive maneuvers typically used by students with EBD. (A, B, D, G/Professors, School Staff/ Summer, Fall, Spring)

g. develop an understanding of how family dynamics and social mores influence student behavior. (A, B, D, G/Professors/Fall, Spring)

h. identify and describe characteristics of urban schools that cause inner-city student failure. (A, B, D, G/Professors/Fall, Spring)

i. describe the concepts of ego needs, unconscious motivation and autistic perceptions as they affect the family system. (A, B, D, G/Professors/Summer, Fall, Spring)

j. analyze one's personal style of communication in relation to one's ego needs. (A, B, E/Professors, School Staff/Summer, Fall, Spring)

k. define listening as it applies to the process of intervention with students with EBD. (A, B, D/Professors/Fall, Spring)

l. translate theories concerning interpersonal dimensions of the self into professionally productive teaching practices. (A, B, D, E, F/Professors, School Staff/Fall, Spring)

m. identify defense mechanisms personally used in times of stress. (A, B/Professors, School Staff/ Summer, Fall, Spring)

n. demonstrate the ability to use collaborative skills in communicating current problems and progress about students with EBD. (E, F/Professors, School Staff/Fall, Spring)

2. Knowledge of child development and psychopathology

Trainees will:

a. differentiate between learned behavior based upon cultural difference and those behaviors associated with EBD. (A, B, D, G/Professors/Fall, Spring)

b. describe the course, sequence and critical periods of psychosocial development from birth through adolescence. (A, B, C, F, G/Professors/Fall)

c. Describe the normal sequence of child development. (A, B, C, F, G/Professors/Fall)

d. Describe prominent theoretical explanations for normal and deviant psychosocial development from birth to adolescence. (A, B, C, F, G/Professors/Fall)

e. Apply DSM IV as a diagnostic tool. (A, B, D, G/Professors/Fall, Spring)

f. Describe the classifications and characteristics of the range of childhood psychopathology identified as EBD in the public law and DSM IV. (A, B, D, G/Professors/Fall)

g. Apply the multi-axis system described in DSM IV. (A, B, F, G/Professors/Fall)

h. Identify and describe psychopathology resulting from the socio-political hazards of the inner city. (A, B, D, G/Professors/Fall, Spring)

i. describe the increasing intensity of behaviors within the identified psychiatric disorders. (A, B, D, G/Professors/Fall, Spring)

j. identify psychopharmacology and psychotherapy interventions for students with EBD. (A, B, C, G/Professors/Fall)

k. describe the cultural differences of the students who attend the schools. (A, B, F, G/Professors/Fall, Spring)

l. describe the concepts of resilience, invulnerability, vulnerability and at-risk. (A, B, C, G/Professors/Fall)

3. Knowledge and skills of academic and psychosocial assessment

Trainees will:

a. identify major purposes of assessment. (A, B, D, G/Professors/Spring)

b. define essential vocabulary used in assessment. (A, B, D, G/Professors/Spring)

c. delineate the main components of psychiatric evaluations. (A, B, D, G/Professors/Spring)

d. identify and describe the intent, content and process of specific formal tests in the area of (a) intelligence, (b) academic achievement and (c) social emotional development. (A, B, D, G/Professors/Spring)

e. administer, score and interpret selected formal assessment measures. (A, B, D, G/Professors/Spring)

f. apply formal assessment measures as a bias to design and implement a 45-minute diagnostic battery that is complete in all academic areas. (A, B, D, E/Professors/Spring)

g. write evaluation summaries based on both formal and informal assessment. (A, B, D, G/Professors/Spring)

h. identify discriminatory aspects of assessment instruments. (A, B, D, G/Professors/Spring)

i. assess and describe individual learning styles. (A, B, D, G/Professors/Spring)

j. write a psychoeducational report. (A, B/Professors/Spring)

4. Knowledge and skills of instructional programming. Trainee will:

a. identify current elementary curricula. (A, B/Professors/Fall)

b. modify and adapt regular elementary curriculum. (A, B, E, F/Professors, School Staff/Summer, Fall, Spring)

c. translate educational theory into instructional practice. (A, B, E, F/Professors, School Staff/Summer, Fall, Spring)

d. design instructional objectives based on academic assessment and psychodynamic information. (A, B, E, F, G, H/Professors, School Staff, Employer/Summer, Fall, Spring, Post-program)

e. design and execute relevant group instructional activities consistent with instructional objectives. (A, B, E, F, H/Professors, School Staff, Employer/Summer, Fall, Spring, Post-program)

f. make or select relevant teaching materials appropriate to instructional objectives. (A, B, E, F, H/Professors, School Staff, Employer/Summer, Fall, Spring, Post-program)

g. task analyze learning sequences. (A, B, E, F/Professors, School Staff,/Summer, Fall, spring)

h. differentiate between intrinsic and extrinsic motivation. (A, B/Professors/Summer, Fall, Spring)

i. describe specific teaching techniques appropriate for the needs of students with EBD. (A, B, D, E, F/Professors/Summer, Fall, Spring)

j. implement a social skills curriculum. (E, F, H/Professors, School Staff/Summer, Fall, Spring, Post-program)

k. apply elementary school curriculum and individualized teaching strategies to meet developmental, cognitive and emotional needs of students with EBD. (E, F/Professors, School Staff/Fall, Spring)

l. demonstrate the ability to manage a reading program in the classroom. (E, F/Professors, School Staff/Fall, Spring)

m. demonstrate the ability to integrate the remedial tutoring program with that of the classroom. (E, F/Professors, School Staff/Fall, Spring)

n. demonstrate the ability to administer and interpret selected diagnostic reading tests and report their findings. (A, B, E, F/Professors, School Staff/Summer, Fall, Spring)

o. delineate and describe knowledge of the different theories of remedial reading. (A, B, D, E, F/Professors, School Staff/Summer, Fall, Spring)

p. demonstrate the ability to use appropriate remedial lessons and techniques with a remedial case. (A, B, E/Professors, School Staff/Summer, Fall, Spring)

q. demonstrate the ability to write periodic progress reports and summaries. (A, B, F/Professors, School Staff/Fall, Spring)

r. develop a personal philosophy of teaching. (A, B, D, E, F, G/Professors, School Staff/Fall, Spring, Summer)

s. define psychoeducation and relate this process to the role of the teacher. (A, B, D, E, F, G/Professors, School Staff/Fall, Spring, Summer)

t. develop an actualized developmental frame of reference from which all teaching decisions derive. (A, B, C, D, E, F, G, H/Professors, School Staff, Employer/Summer, Fall, Spring, Post-program)

u. create a therapeutic milieu in the educational environment. (A, B, H/Professors, School Staff, Employer/Summer, Fall, Spring, Post-program)

v. describe the components of an IEP. (A, B, H/Professors, Employer/Summer, Fall, Spring)

w. Write an IEP. (A, B, H/Professors, Employer/Spring, Post-program)

5. Knowledge of determinants and management of human behavior.

Trainees will

a. define behavior from psychodynamic, ecological, behavioral and biophysical perspectives. (A, B, D, E, F/Professors/Fall, Spring)

b. delineate and implement strategies that follow from the above four theoretical perspectives. (A, B, D, E, F, G/Professors, School Staff/Fall, Spring)

c. define the concept of psychodynamic information. (A, B, D, G/Professors/Summer, Fall, Spring)

d. relate behavior management needs and interventions to developmental theory. (A, B, G/Professors/Summer, Fall, Spring)

e. differentiate between behavior change and behavior management techniques. (A, B, D/Professors/Summer, Fall, Spring)

f. describe the intent of a therapeutic milieu. (A, B, D, G/Professors/Summer, Fall, Spring)

g. describe surface behavior management strategies. (A, B, D/Professors/Fall, Spring)

h. identify one's ego needs and defense mechanism affecting behavior management. (A, B, D, G/Professors/Summer, Fall, Spring)

i. Describe the components of life space interview. (A, B, D/Professors/Fall, Spring)

j. conduct a life space interview. (B, E, F/Professors/Fall, Spring)

k. identify situations warranting restraint. (A, B, E/Professors, School Staff/Fall, Spring)

l. Describe and demonstrate proper restraints. (A, B, E, F/Professors, School Staff/Fall, Spring)

m. demonstrate effective behavior change and management interventions. (B, E, F, G/Professors, School Staff, Employer/Fall, Spring, Post-program)

6. Knowledge of the socio-political factors contributing to the changing nature of students with EBD.

Trainees will:

a. describe changing behaviors students with EBD. (A, D, G/Professors/Fall, Spring)

b. describe the needs of minority populations in inner-city schools. (A, B, D, G/Professors/Fall, Spring)

c. delineate and describe the social and environmental factors in inner-city communities that impact on a student's behavior. (A, B, D, G/Professors/Fall, Spring)

d. identify the process by which students with EBD become desensitized to violent behavior. (A, B, D, G/Professors/Fall, Spring)

e. describe the lack of nurturing human interaction (trusting relationships, fear of intimacy, fear of abandonment) that characterize students with EBD. (A, B, D, G/Professors/Fall, Spring)

f. identify and describe the "Revolving Door" of foster placement experienced by many students with EBD. (A, B, D/Professors/Fall, Spring)

g. identify the importance and vocabulary of "street talk." (A, B, D/Professors/Fall, Spring)

h. identify evidence of abuse, hunger, fear, and drug involvement. (A, B, D/Professors/Fall, Spring)

i. assist in raising self-concept and feelings of personal value in students. (A, B, E, F/Professors, School Staff/Summer, Fall, Spring)

j. identify cultural events important to students with EBD. (A, B, E/Professors/Fall, Spring)

k. describe characteristics common to students with EBD. (A, B, E/Professors/Fall, Spring)

l. identify those agencies typically involved with students with EBD. (A, B/Professors/Spring)

m. identify and describe dynamics that occur in the dysfunctional families of children EBD. (A, B, D, G/Professors/Fall, Spring)

n. consider the ethical and moral issues of intervention with students with EBD and their families. (A, B, D/Professors/Fall, Spring)

o. become advocates for children with EBD and their families. (A, B, E, F, H/Professors, School Staff/Fall, Spring, Post-program)

p. describe socio-political factors changing the behavior of students with EBD in today's classrooms. (A, B, E/Professors/Fall, Spring)

q. integrate into teaching practices knowledge and insights of socio-political factors changing the behaviors

of students with EBD. (A, B, E, F, H/Professors, School Staff, Employer/Fall, Spring, Post-program)

7. The knowledge of state-of-the-art of special education

Trainees Will:

a. delineate and describe the major components of special education public law. (A, B, D, G/Professors/Fall, Spring)

b. discuss current litigation impacting students with EBD. (A, B, D/Professors/Spring)

c. discuss the current debate about the definition of emotional disturbance. (A, B, D, G/Professors/Spring)

d. delineate issues relevant to the inclusion movement. (A, B, D, G/Professors/Spring)

e. interpret and evaluate educational research. (A, B, D, G/Professors/Spring)

BEST COPY AVAILABLE